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ABSTRACT

The relationship between Indiana University Outdoor Adventures (IUOA) and the Indiana University Department of Recreation and Park Administration began in the early 1980s with the department providing IUOA with lists of potential graduate-assistant employees. If a graduate assistant was hired, IUOA paid the student a stipend and the department covered academic tuition. In 1997, the department developed three R100 courses, 1-credit courses in specific outdoor skills, drawing on nationally recognized outdoor curricula and taught by IUOA. Twelve R100 courses were offered in 2001, with plans to offer 22 in 2002 and an additional 7 for the summer terms. The course format typically includes formal classroom instruction time, local skills instruction, weekend trips to various locales, and a final exam. The courses also include skills evaluation and a written course assignment. The logistics of teaching R100 courses are more demanding than those of the trips and courses normally offered by an outdoor program. Logistics discussed include type of courses offered, equipment reservations, location of courses, vehicle reservations, dates of courses, classroom sessions, classroom reservations, course budgets, enrollment maximums and minimums, instructor selection, itinerary and syllabi, and grading. Both IUOA and the department realize benefits, which include increased revenues, higher course enrollments, increased campus awareness, recruitment of students into leadership/trip leader roles or new majors, and an improved overall relationship between the outdoor program and the academic recreation program. (TD)

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Outdoor Programs and Academic Departments Working Together: Examining the Benefits of Offering For-credit Recreation Hard Skills Courses.

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Abstract

Many benefits can be realized when Outdoor Programs and Academic Recreation Departments work together to offer university students for-credit recreation skills courses. Some of these benefits include: increased revenues, higher course enrollments, increased awareness on campus, recruitment of students into leadership/trip leader roles and/or new majors, and improved overall relationships between outdoor programs and academic recreation programs.

This paper presents the case of Indiana University Outdoor Adventures (IUOA) and Indiana University, Department of Recreation and Park Administration working together to offer students hard skills courses on a for-credit basis. The relationship of IUOA and the recreation department in offering these courses is discussed with an emphasis placed on examining the benefits associated with such a cooperative venture. In addition to costs and benefits, information on the types of courses offered, academic requirements, course fees, tuition, course enrollments, and logistics will be covered.

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Historical Background

The relationship between Indiana University Outdoor Adventures (IUOA) and the Indiana University Department of Recreation and Park Administration began in the early 1980's with the Department providing IUOA with lists of potential graduate assistants willing to work with IUOA. If a graduate assistant was hired, IUOA would pay the student a stipend and the Department would cover the academic tuition.

In 1994, Dr. Joel Meier was hired as the Chair of the Department of Recreation and Park Administration, to be referred in this paper simply as the Department. Among the many assets Dr. Meier brought to the Department, was the Conservation and Outdoor Recreation and Education (CORE) program he had previously developed at the University of Montana. CORE is a 19 credit hour, semester-long program where outdoor recreation majors learn and practice outdoor recreation, leadership, and conservation skills in the classroom and in the field.

Besides bringing the CORE program to the Department, Dr. Meier also provided the vision of offering one-credit courses in specific outdoor skills; these courses were developed and listed as R100 courses. To initiate support and structure for the initial R100 courses, Dr. Meier insisted that nationally recognized outdoor curriculums be used. In the Fall semester of 1997 three R100 courses were offered to the student body: 1) Fundamentals of Search and Rescue (FUNSAR) was taught by a National Association of Search and Rescues instructor, 2) the WEA 18-point curriculum was utilized by a Wilderness Education Association (WEA) instructor for a seven day canoeing course, and 3) an American Canoeing Association (ACA) moving water kayak course was taught by an ACA moving water kayaking instructor.

These initial R100 courses were deemed successful and subsequently, course offerings grew from three per semester in 1997 and 1998, to six per semester in 1999 and 2000. Table 1 lists the courses that IUOA has taught since the establishment of the relationship with the Department. Twelve courses were offered during Spring 2001 and Fall 2001. Twenty-two courses will be offered during Spring 2002 (see Table 2) and Fall 2002 (see Table 3) and an additional seven courses are scheduled for the summer terms. These courses will include: wilderness first aid, backpacking, vertical caving, rock climbing, ice climbing, canoeing, whitewater canoeing and kayaking, coastal kayaking, fly fishing, snowshoeing, cross country skiing, snowboarding, and orienteering. Many of these courses have more than one section each semester.

The format for the R100 courses taught by IUOA typically includes formal classroom instruction time, local skills instruction (e.g. time at a local climbing wall, pool sessions for kayaking), weekend trip to various locales, and a final exam. The courses also include skills evaluation and a written course assignment.

Table 1

R100 Skills Courses Taught by Indiana University Outdoor Adventures: Fall 1997 to Spring 2001

Semester	Course Title	# of Students
Fall 1997	Fundamentals of Search and Rescue	2
	WEA Wilderness Steward Program	2
	Introduction to Flatwater Kayaking	3
Summer 1998	Whitewater Canoeing	4
Fall 1998	Introduction to Flatwater Kayaking	8
	Fundamentals of Search and Rescue	3
Fall 1999	Whitewater Canoeing	6
	Fundamentals of Search and Rescue	10
	Whitewater Kayaking	8
	Vertical Caving	12
	Coastal Kayaking	11
	Rock Climbing	12
Spring 2000	Backcountry Snowshoeing	7
	Ice Climbing	7
	Mountaineering	3
	Rock Climbing	14
	Fundamentals of Search and Rescue	8
	Whitewater Kayaking	6
Fall 2000	Rock Climbing	10
	Vertical Caving	10
	Whitewater Kayaking	9
	Coastal Kayaking	10
	Backpacking	13
	Canoeing	11
Spring 2001	Cross Country Skiing	7
	Ice Climbing	6
	Ice Climbing	8
	Wilderness First Aid	24
	Fundamentals of Search and Rescue	15
	Whitewater Canoeing	10
	Rock Climbing	11
	Rock Climbing	11
	Whitewater Kayaking	12
	Coastal Kayaking	9
	Vertical Caving	9
	Snowshoeing	10
Total Number of Students		321

Table 2

R100 Courses Scheduled by IUOA for Spring Semester 2002

Activity	Location	Dates	Cost	Max #
Dog Sledding	Ely, MN	Jan. 1-6	$725	10
Snowboarding	Paoli Peaks, IN	Jan. 9, 16, 23, & 30	$295	16
X Country Skiing I	Munising N.F., MI	Jan. 11-13	$175	16
Ice Climbing I	Governor Dodge S.P., WI	Jan. 18-20	$200	12
Snowshoeing I	Manistee N.F., MI	Jan. 18-20	$175	18
Snowshoeing II	Manistee N.F., MI	Jan. 25-27	$175	18
X Country Skiing II	Munising N.F., MI	Jan. 25-27	$175	16
Ice Climbing II	Governor Dodge S.P., WI	Feb. 1-3	$200	12
Wilderness First Aid	IMU	Feb. 2-3	$175	25
Backpacking I	Shawnee N.F., IL	Feb. 22-24	$150	10
FUNSAR*	IMU	Feb. 15-17	$175	30
FUNSAR*	Hoosier N.F., IN	March 1-3	$175	30
Whitewater Canoeing	Rio Grande, TX	March 7-17	$575	20
Sea Kayaking	Baja, MX	March 9-17	$900	12
Whitewater Canoeing	Frankfort, KY	April 5-7	$150	18
Rock Climbing I	Daniel Boone N.F., KY	April 5-7	$175	15
Whitewater Kayaking I	Frankfort, KY	April 12-13	$175	10
Backpacking II	Shawnee N.F., IL	April 12-14	$150	10
Rock Climbing II	Daniel Boone N.F., KY	April 19-21	$175	15
Coastal Kayaking	Indiana Dunes S.P., IN	April 19-21	$175	12
Whitewater Kayaking II	Frankfort, KY	April 26-27	$175	10
Vertical Caving	Bedford, IN	April 26-27	$150	12

*Fundamentals of National Search and Rescue

Table 3

R100 Courses Scheduled by IUOA for Fall Semester 2002

Activity	Location	Dates	Cost	Max #
Wilderness First Aid	Bloomington, IN	Sept. 7-8	$175	30
Canoeing	Lake Monroe, IN	Sept. 13-15	$175	20
Vertical Caving	Area Pit Caves, IN	Sept. 14-15	$175	14
Leave No Trace Ethics	Bloomington, IN	Sept. 14-15	$175	14
Rock Climbing	Red River Gorge, KY	Sept. 20-22	$200	16
Fly Fishing	Niles, MI	Sept. 20-22	$225	12
Coastal Kayaking	Indiana Dunes S.P, IN	Sept. 27-29	$200	15
Vertical Caving	Area Pit Caves, IN	Sept. 27-28	$175	14
Rock Climbing	Red River Gorge, KY	Oct. 4-6	$200	16
Canoeing	Lake Monroe, IN	Oct. 4-6	$175	20
Backpacking	Shawnee Natl. Forest, IL	Oct. 4-6	$200	16
Mt. Biking	Seneca Rocks, WV	Oct. 11-13	$225	14
FUNSAR*	IMU	Oct. 11-13	$175	35
FUNSAR*	IMU	Oct. 25-27	$175	35
Coastal Kayaking	Indiana Dunes S.P, IN	Oct. 18-20	$200	15
Rock Climbing	Red River Gorge, KY	Oct. 18-20	$200	16
Fly Fishing	Niles, MI	Oct. 18-20	$225	12
Vertical Rescue	Monroe County, IN	Oct. 26-27	$175	16
Adv. Rock Climbing	Red River Gorge, KY	Oct. 25-27	$200	16
Backpacking	Shawnee Natl. Forest, IL	Nov. 1-3	$200	16
Survival Skills	Hoosier Natl. Forest, IN	Nov. 8-10	$175	14
Map & Compass	Hoosier Natl. Forest, IN	Nov. 9	$175	14
Wilderness First Aid	Bloomington, IN	Nov. 16-17	$175	30

*Fundamentals of National Search and Rescue

Getting Started

It is critical to realize that, in many cases, it may take a few years to establish for-credit recreation skills courses at an academic institution. An outdoor program will need to show that it can manage a quality outdoor recreation program before diving into the academic circle. Some departments may be more conservative and willing to change than others. Programs need to be patient in their efforts, and let the actions and track record of the program speak louder than the words the coordinator might have to say.

It may be helpful to seek out a faculty member, with a good background in outdoor recreation, that the program/coordinator can begin to build a rapport with. Contact this faculty member and share with them the great things that the outdoor program has done/is doing. Depending on the faculty member's background, it may be appropriate to ask for some feedback on the programs'

current trip and instruction offerings, staff training, and other aspects of the outdoor program. A faculty member that is able to see the benefits and progress of the outdoor program is more likely to become invested in seeing the implementation and success of academic recreation skills courses.

The Risk Management Department should already have a good relationship with an outdoor program, via such things as a risk management plan and efforts by the program to keep them informed and up to date. It might also be important to give the academic department a chance to look through the programs' risk management plan, as well as, any and all quality written materials. This further establishes the credibility and ability of the outdoor program to teach skills courses for the academic department.

Logistics

Although, the logistics of teaching R100 courses have been simplified over the last four years, they still remain somewhat more demanding than the trips and courses normally offered as part of an outdoor program. One such logistic that may be out of the norm for an outdoor program is that the R100 course offerings are submitted to the university approximately a year in advance. This is due primarily to university timelines for preparing registration materials and processing courses. To accommodate this requirement, the outdoor program management is required to both plan and attempt to forecast the availability of instructors and the interests of students. While this is not really any different than what would be done anyway each semester, having to complete this planning nearly a year in advance demands a little more time, thought, and attention.

Many of the course logistics that are not university requirement/timeline bound are fairly common and in many cases are identical to those already being carried out by program coordinators. Some of the logistics to be considered in conducting R100 courses include: type of courses offered, equipment reservations, location of courses, vehicle reservations, dates of courses, course classroom session(s), classroom reservations, course budgets, enrollment maximums and minimums, instructor selection, itinerary and syllabi, and grading.

Course selection: For-credit skills course offerings need to reflect the strengths of the outdoor program as well as the leadership resources available. IUOA began its involvement in R100 courses in a very conservative manner. Starting conservative allows a program to develop the for-credit courses and monitor the strength of them. Like all trips and courses, theses courses take time to develop and refine. A conservative start will also allow instructors to find success and develop more confidence in their role as an educator in an academic setting.

Classroom reservations: If a classroom is needed for indoor instruction time, please remember to consult with the academic department the courses are being offered through and find out how to reserve academic classrooms. It is helpful to do this well in advance of when the classroom will be needed. Also consider using the outdoor program's meeting space if it is suitable and has resources such as: desks or tables, white board or chalkboard, and audiovisual equipment. Classroom meetings within the outdoor programs area will help provide additional exposure of the outdoor recreation program. Keep in mind that it may also be necessary to schedule a pool or climbing wall for course instruction.

Enrollment issues: Maximum course enrollment numbers are difficult to estimate and manage. The reality of academic courses and the many drops and adds into courses for credit can be overwhelming and time consuming. It has taken three years to grasp the tendencies of Indiana

University students. As an example, for winter courses IUOA will submit a maximum enrollment figure that is twice as large as the program wants to accept. If a winter course will have a maximum enrollment of 8 students actually going through the course, IUOA will allow 16 students to register through the Office of the Registrar. Based on a winter course drop rate of about 50%, the course will fill with 16 students, but only half will end up taking the course; the rest will drop.

The ongoing challenge is to estimate the student drop out rate and adjust the maximum enrollment. In setting the maximum enrollment numbers for courses, it is also important to remember that students will want to add the course or seek approval to over-enroll the course after the normal registration period has ended. It is crucial to note that not all courses will have students drop. If the outdoor program has stated a maximum enrollment of 16 and all 16 students show up to take the course, the program is obligated to teach all 16. If the course was only designed to handle 8 students, a problem arises. Such is the nature of the challenges of determining optimal enrollment figures.

The outdoor program coordinator needs to thoroughly understand the academic institution's add and drop and policies and how they relate to the outdoor program's refund policies and procedures. These policies and procedures should be simple and well articulated by skills course instructors and in written course materials; this makes them somewhat easier to enforce.

Instructors: Skills course instructors should be chosen four to six months in advance of the courses to allow for proper course preparation. Instructors need to review the assigned textbook for the course and become familiar with the materials in the syllabi. R100 lead instructors are required to have at least two years leadership experience with IUOA and have displayed numerous competencies, such as these for whitewater kayaking instructors:

- Current ACA Whitewater Instructor certification to lead in whitewater
- Demonstrate a thorough understanding of all concepts listed in activity outline
- 7 days lead boating on at least class II water (shadow trips do not count)
- Shadow an R100 whitewater course
- Demonstrate moving water rescue techniques
- Comfort/skill on class III water
- Write a mock itinerary that allows for driving, camp set up, cooking, instructional time, and participant skill demonstration
- Possess current WFA (WFR preferred)
- Demonstrate an understanding of leadership and learning styles

More details on the R100 instructor requirements for IUOA are stated within the in-house, R100 Instructor Manual written by Tom Stuessy. At IUOA, over 80% of the R100 Lead Instructors are graduate students or college graduates who live in the area.

Syllabi and Grading: Each academic skills course for credit is required to have a syllabus and this should be prepared in accordance with the academic department guidelines. Outdoor practitioners are aware of the value of the outdoor experience, but may not be practiced in translating a participant's (in this case, a student's) experience into a letter grade. Instructors teaching recreation skills courses for an academic department must have an assessment tool from which they can fairly and accurately assess student knowledge and skills. Written exams on the material discussed during a course and typed reports about the students' experiences are among the most frequently used by IUOA. The instructors also utilize a skills exam that evaluates the

students' ability to perform specific skills taught in the course. Such an exam not only evaluates students' skills, but it can provide an instructor with an opportunity to give feedback and additional instruction to the student. It is important to remember that there is a subjective component to a skills exam.

Benefits – Students and Leaders

Students, both leaders and participants, can realize many benefits from their participation in the R100 courses. On the surface, the benefits to student participants are not profound. As expected, the courses give them a chance to learn new skills, meet new people, and to travel. On a deeper level though, by virtue of cost and time commitment, the student participant is likely to be more invested in the process and willing to assume more responsibility than perhaps they would in any other academic class. This level of investment provides the student leaders an avenue to instill environmental and self-awareness, responsibility, as well as learning the details of a "community" and a technical skill.

To teach effectively, student leaders must be invested in both an "academic" and "recreation" attitude. This takes careful preparation and strong role modeling on the part of the seasoned leaders they will initially shadow. Careful selection of leaders must be employed as patterns of less than objective evaluations of skill and "no biggy" attitudes are detrimental to a program's integrity.

To help prepare student leaders for this challenge, IUOA requires a resume, references, interview, policy and procedure manual tests, and shadowing at least two same skill R100 courses. Once leaders have shadowed two courses, the administration takes into account: 1) leader to leader evaluations, 2) participant to leader evaluations, 3) opportunities for potential leader to demonstrate skills and assess another's skill, and 4) performance on manual tests.

Once the leader has successfully made it through the process many benefits are realized. Since the courses are held both in the classroom and the field, the young leader is exposed to multiple learning and teaching styles. In preparation for a course, student leaders are required to submit a copy of the trip itinerary, syllabus, and risk management plan. These responsibilities have led to a wonderful organizational and philosophical understanding of outdoor programming for many of the IUOA leaders.

In addition, student leaders are exposed to the challenges of skill and performance evaluation techniques. Since each participant does earn a letter grade, the student leader needs to be cognizant at all times of each participant's actions and use of newly learned skills. This evaluation process often occurs while participating in the activity and keeping in mind all other controls of outdoor leadership. Further, student leaders are given far more in-depth feedback from which to improve their skills. Since a for-credit skills course is more formal than a regular outdoor program trip or clinic and they've paid a considerable lab fee, students are more willing to provide more feedback. This honest feedback is integral to the growth of skills, both technical and interpersonal.

Benefits – Financial & Programmatic

IU Outdoor Adventures (Financial): In order to take a R100 course at Indiana University, a student must enroll in the course, pay the tuition, and pay an additional course or lab fee. The average lab fee for an R100 course through IUOA is $200 and it covers expenses such as travel, food, permits, and instructor salaries. This $200 lab fee is paid directly to IUOA via a signed student BURSAR form that authorizes the billing of the student. In addition to the lab fee, IUOA has been receiving $30 per student from the Department of Recreation and Park Administration. This has now been increased to $35.

To provide a basic idea of the financial benefits to the outdoor program, during the Fall 2001 semester the average gross income per course was $2159. The average net income after paying instructor salaries, food, and transportation cost, etc. was $825 per course. Note: at this time IUOA does not include gear depreciation and administrative costs in calculating the cost of conducting R100 courses.

IU Outdoor Adventures (Programmatic): Some programmatic benefits are received in addition to the dollars and cents generated by these courses. Outdoor programs are likely to see a greater overall percentage of trips going out into the field. Due to credit hour issues, academic courses are less likely to be cancelled and they help balance out low 'fill' rates from regularly scheduled outdoor program trips. Reducing the cancellation rate of trips also greatly assists in planning efforts and forecasting revenues.

The academic courses facilitate increased visibility on university and college campuses by providing a reason to interact with the program. Registering for an academic hard skills course does not require that a participant is aware of the existence of the outdoor program. Once registered, students in these kinds of activity courses are introduced to the outdoor program, its staff, and what the program is really all about. Course participants are then likely to talk to roommates and friends about the experiences that they had learning new skills.

Lastly, those participating in academic courses may decide that they are interested in what the outdoor program represents and pursue future opportunities with the program. These students may come back as participants in other courses, regular trips, or they may become involved with the program and eventually end up as trip leaders and instructors.

IU Department of Recreation and Park Administration (Financial): Before beginning this section of the paper it is important to point out that the methods for calculating and distributing tuition dollars within a university setting is not clear-cut by any means. The numbers used in this paper were estimated as accurately as possible, in coordination with the IU School of Health, Physical Education, and Recreation (HPER). The intent is to educate the reader and give them basic data that are considered to be as accurate as possible at this time.

Tuition for undergraduate students at Indiana University is determined by the number of credit hours taken and by the residency status of the student. Indiana residents who enroll in 12-17 hours pay a flat fee of $2097; non-residents pay a flat fee of $6965. If an Indiana resident chooses to enroll in any less than 12 credit hours, they pay $131 per credit hour; non-residents pay $435. Students who wish to enroll in more than 17 hours pay the flat tuition fee, plus the additional per credit hour fee $131/$435 for the number of hours they wish to add above the 17 covered by the flat fee.

In order to estimate the financial benefits to the IU Department of Recreation and Park Administration, the lead author met with a representative from the IU School of HPER. The resident and non-resident undergraduate tuition revenues to the School were combined and then divided by the total number of student credit hours. It was estimated that the School of HPER received an average of $200 per credit hour, per student during a three-year period 1998-2001. At Indiana University, the School of HPER has chosen to credit each department with the tuition revenues they generate from their courses. The representative from the School of HPER emphasized that the calculation and distribution of these tuition monies is somewhat complicated, but that the $200 per credit hour was as accurate as possible.

This being considered, Table 4 illustrates the magnitude of the financial benefits provided to the Department by the outdoor program. The table shows that IUOA generated approximately $52,700 for the Department from Fall 1998 and Spring 2001. During this time period, IUOA instructed approximately 310 students in the R100 hard skills courses. This figure factors into account the $30 per student given to IUOA by the Department.

Table 4

Tuition Dollars (Generated by IUOA R100 Courses - Fall 1998 to Spring 2001) for Indiana University School of Health, Physical Education, and Recreation and the Department of Recreation of Park Administration

Semester	# Students	Tuition $
Fall 1998	11	$ 1,870.00
Fall 1999	59	$ 10,030.00
Spring 2000	45	$ 7,650.00
Fall 2000	63	$ 10,710.00
Spring 2001	132	$ 22,440.00
	310	$ 52,700.00

Note. The tuition figures used in this table have been estimated as accurately as possible. The tuition figures in this table represent $200 per student minus the $30 per student fee that is paid to IUOA, for a total of $170 per student.

IU Department of Recreation and Park Administration (Programmatic): Like outdoor programs, the academic program can receive programmatic benefits from offering skills courses. First of all, by participating in a cooperative venture with an outdoor program, an academic program gains the ability to offer skills courses in some situations where they may not have had the resources otherwise to do so.

This kind of venture does not interfere with faculty course teaching loads that are often limited due to budget and time constraints. Working with an outdoor program also enables an academic program to teach courses that may be outside of the skills set of the department's faculty members.

The Department has the potential to gain increased levels of exposure on campus. This visibility can help combat the "I never knew this was a major..." statement often heard by students when they first encounter recreation and leisure studies departments. This increased exposure may also benefit academic departments by attracting new majors to enroll in their programs.

The amount of energy expended by the Department to help coordinate the paperwork and approval of these R100 skills courses has an excellent return on the investment. They are able to offer courses and receive tuition dollars, without having to provide instructors, materials, logistics, etc. This certainly is a winning proposition for the Department.

Future Goals and Conclusion

Changes and updates are essential for continued quality improvement in an outdoor program. In changing or adding course offerings, it is important to consider different types of courses students might be interested in. Thinking outside of an outdoor program's traditional offerings may be a productive process for generating good ideas. Re-examining the skills and interests of the programs' staff is one way of doing this. Some examples of courses that have been added to the skills courses schedule taught by IUOA include: fly-fishing, vertical rescue, whitewater canoeing and sea kayaking in Mexico, and orienteering.

Another avenue for expansion and improvement would be to offer advanced courses for those students who have already participated in one R100 course. Advanced beginner courses in rock climbing, kayaking, ice climbing and backpacking can expand on skills already learned by participants. Refining skills and more difficult routes allow for participants to stay challenged. Another potential idea is offering courses over fall or spring breaks for 2 credit hours. Courses longer than four days, with greater time in the backcountry than the regular R100 courses, are more demanding and provide additional learning opportunities for all involved.

Staff training is on-going process as students graduate and leave academic institutions regularly. The mission at IUOA, in regards to R100 staff training, is to better prepare staff to assist on these types of courses and to groom them for lead instructor roles. With both weekend trip staff and R100 leadership, staff training is an on-going challenge and concern. The major difference is that the staff members who teach R100 courses have more responsibility in regards to skill assessment and grading. Teaching methods, as well as learning styles need to be part of the formal training effort to prepare staff to teach R100 courses.

This paper has focused on the benefits of outdoor programs working with academic programs to offer recreation skills courses to students. The authors admittedly have not addressed the costs associated with this type of venture but, in all truthfulness, they have found that the benefits far outweigh the few costs that exist. It is the opinion of the authors, that cooperative ventures of this nature are beneficial for both the outdoor program and the academic program and well worth the time and effort required to foster relationships and work in conjunction with another campus entity.

Biographical Sketches

Raymond Poff is an Assistant Professor at Southwest Texas State University. Before his current appointment, Raymond was an Associate Instructor for the Department of Recreation and Park Administration at Indiana University from 1998-2001 while working on a Ph.D. in Leisure Behavior. During that same period, he also worked for IU Outdoor Adventures as the equipment purchasing coordinator and an ACA whitewater kayaking instructor. Prior to returning to graduate school in 1998, Raymond was the Recreation Coordinator managing Brigham Young University Outdoors Unlimited.

David Calvin is currently the Leisure Programs Coordinator at Indiana University and Executive Director of the Wilderness Education Association. He earned his BS in Recreation and Park Administration from Illinois State University and graduated with his MS in Recreation from Indiana University. Dave serves as the program coordinator for IU Outdoor Adventures and works closely with the School of Health, Physical Education, and Recreation instructing outdoor adventure trips for university credit. He has been working in outdoor recreation since 1992 and spends 30 to 40 days annually in the field.

Tom Stuessy is currently an Assistant Coordinator at Indiana University Outdoor Adventures in Bloomington, Indiana and is an ACA whitewater kayaking instructor. He is pursuing a Ph.D. in Leisure Behavior in the School of Health Physical Education and Recreation with a research interest in risk perception. In addition, Tom is currently serving as the Associate Executive Director of the Wilderness Education Association.

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